

Being a Big Brother:
A mentorship training program for the
Fraternity of Phi Gamma Delta

An Honors Thesis (HONRS 499)

By
Shawn M. Meier

Thesis Advisor:
Cara Luyster, Assistant Director of Student Life



Advisor's Signature

Ball State University
Muncie, Indiana

May 2009

Date of Graduation: May 9, 2009

Thesis Abstract

The Fraternity of Phi Gamma Delta (FIJI) has a detailed, comprehensive leadership development program called *Taking the Lead*, which was developed by leadership guru, Ken Blanchard (Cornell FIJI, 1961). The topics covered in the *Taking the Lead* series are *DISCovering Your Personal Style* (which is the DISC leadership personality-type assessment), *Situational Self-Leadership: Taking the Lead When You're NOT in Charge*, *Situational Leadership II: Taking the Lead When You ARE in Charge*, and *Servant Leadership: Taking the Lead for a Greater Purpose*.

The Fraternity also has its own pledge education program. Part of the pledge education experience is the Big Brother – Little Brother relationship. Every new member is assigned a Big Brother, an older member in the fraternity, to act as a mentor to the Little Brother, a new member/pledge. Unfortunately there is no one-on-one leadership training; there is no leadership program to develop mentors. The pledge education program only has expectations of Big Brothers and guidelines for activities for the Big and Little Brothers to do together, such as studying, working out, attending sporting events together, and several others. There is nothing that teaches fraternity members about how to motivate, develop others, encourage and provide positive feedback.

This mission of Phi Gamma Delta reads, “*Phi Gamma Delta is committed to provide opportunities for each brother to develop responsibility, leadership, scholarship, and social skills to become a fully contributing member of society.*” The goal of this thesis is to explore, research, and analyze the theory of mentorship, utilize Phi Gamma Delta’s Big Brother program as well as the programs of other fraternities, and create a structured, comprehensive training manual regarding mentorship and how it relates to being a Big Brother. When this thesis is

complete, an applicable and implementable program will be available for review and potential use by the International Fraternity of Phi Gamma Delta. More importantly, when this thesis is complete, there will be a leadership development program that will help fraternity members grow in all four of the main areas in the Mission of Phi Gamma Delta: responsibility and leadership for the Big Brother and scholarship and social skills for the Little Brother through mentorship.

Acknowledgements

I would like to thank the following people for contributing to my thesis, for supporting me through this endeavor, and for making this project a success. I am very proud of my thesis and it wouldn't have been entirely possible without the help of these people.

- Cara Luyster, my thesis advisor, for guiding me in this thesis. Her assistance in organizing my ideas and approach was tremendous.
- Bob Anderegg, a Task Force advisor, for his ideas and advice. His wisdom and experience were invaluable in steering my vision to an appropriate outcome.
- Jade Metcalf and Rob Caudill, members of Phi Gamma Delta's Task Force on Pledge Education, for their support and contributions of research materials.
- Dr. John Emert, my honors college contact, for giving me the opportunity to put together this thesis and for assisting me with any questions I had along the way.

Literature Review

Introduction

The Fraternity of Phi Gamma Delta (also known as FIJI or Phi Gam) was founded on May 1, 1848, at Jefferson College in Canonsburg, Pennsylvania. The founders of the Fraternity, known as the Immortal Six, were John Templeton McCarty, Samuel Beatty Wilson, James Elliott, Ellis Bailey Gregg, Daniel Webster Crofts, and Naaman Fletcher. The Fraternity now boasts over 162,000 initiated brothers since its founding. Currently, the Fraternity has 6,500 undergraduate brothers in 108 chapters and 12 Delta Colonies in the United States and Canada.

The Fraternity's International Headquarters is located in Lexington, Kentucky, with office space for the 25 staff members of the Fraternity and the Phi Gamma Delta Educational Foundation. In addition, the International Headquarters plays host to a museum, a library, a boardroom, and a three-bedroom apartment for the Fraternity's traveling consultants. The headquarters was moved from Washington, DC, to Lexington in 1973, and was housed in leased office space for the next 12 years. The current International Headquarters building at 1201 Red Mile Road was completed and occupied in May 1985. Brothers, pledges, and family members are encouraged to visit the International Headquarters whenever visiting the area.

The Fraternity of Phi Gamma Delta's Mission Statement reads:

"Phi Gamma Delta exists to promote lifelong friendships, to reaffirm high ethical standards and values, and to foster personal development in the pursuit of excellence. Phi Gamma Delta is committed to provide opportunities for each brother to develop responsibility, leadership, scholarship, and social skills in order to become a fully contributing member of society."

In pursuit of this mission, the Fraternity promotes five core values: Friendship, Knowledge, Service, Morality, and Excellence. In addition, fraternity members live their lives by three priorities: Scholarship, Fraternity, Self. The Fraternity upholds that many benefits are afforded through membership in Phi Gamma Delta like leadership development, academic assistance, career development, philanthropy, networking, and brotherhood, just to name a few. The way the Fraternity provides these benefits to its members upon initiation. Before one can be initiated and become “a brother,” individuals must undergo an eight-week process referred to by the Fraternity as “Pledge Education.”

When an individual decides he wants to become a member of The Fraternity, and the brothers of that Phi Gamma Delta chapter vote to extend him an invitation to join, this undergraduate male begins a process called Pledge Education, or sometimes referred to as New Member Education. The word “pledge” is used because it is thought that the individual is pledging himself to learning the values, traditions and customs of the Fraternity an eight-week educational period. Therefore, the undergraduate male pledging the Fraternity is often referred to as “a pledge.” Although unfortunate historical incidents and long-lasting stereotypes make this out to be a dangerous period in the journey through a fraternity, Phi Gamma Delta has a strict, zero-tolerance policy on hazing.

During pledgship, new members learn Fraternity history and chapter operations, experience personal development opportunities, and meet requirements for initiation, such as earning a minimum 2.5 GPA (although most chapters have their own, higher standards). Pledges receive a book called the “Purple Pilgrim,” which is the source of the Fraternity’s history, characteristics, and values.

In order to assist the pledge and his pledge brothers through the pledging process, each pledge class has two to three “Pledge Educators” and each individual pledge receives a “Big Brother.” Pledge Educators are like teachers or professors in regard to the learning process of the Fraternity. Big Brothers are like mentors; their purpose is to guide, assist and help their “Little Brother” acclimate to the Fraternity.

There are many responsibilities that come with pledging, which is outlined from the beginning for each new member. Phi Gamma Delta has five points of responsibility, which are listed within the first pages of the Pledging Manual each pledge received with their Purple Pilgrim at the start of pledgeship. The five responsibilities are: academics, pledge class exams, financial responsibility, attendance, and participation.

- Academics – Each pledge must have a 2.25 cumulative collegiate GPA to pledge (on a 4.00 scale) or a 3.00 cumulative high school GPA (on a 4.00 scale). Again, many individual chapters set higher standards for themselves. Also, each pledge is required to adhere to the scholarship program set out in the Pledge Manual.
- Pledge Class Exams – Each pledge must pass all pledge class examinations of material from the manual and the Purple Pilgrim with a minimum score of 80 percent.
- Financial Responsibility – Each pledge must remain current in his account to the Fraternity. He must have a zero balance prior to initiation, including initiation fees.
- Attendance – Each pledge will attend all mandatory events, chapter meetings, and pledge class meetings. Excuses for absences must be submitted to the Pledge Educator in advance. Just as class attendance is vital to academic success, failure to attend classes and meetings is not condoned.

- Participation -- Each pledge will participate in a chapter committee and take part in a review with his Big Brother and the Pledge Educators in weeks four and seven with the purpose of identifying areas of both strength and improvement. It is highly encouraged that each pledge gets involved in one campus organization outside of Phi Gamma Delta. It is also expected that pledges will participate in chapter events such as athletics, socials, brotherhood events, and philanthropy projects. Pledges are also taught the recruitment process immediately and encouraged to begin adding names to the chapter prospect list.

As stated before, the Big Brother is a mentor for the pledge; he is a tool and a resource for his Little Brother. The Phi Gamma Delta Pledge Educator's Manual lays out selection criteria for a chapter to determine and choose the best members to be Big Brothers, expectations and responsibilities of the Big Brother, and even suggested activities for the Big Brother and Little Brother to do together. The following selection criteria and responsibilities are taken directly from the Pledge Educator's Manual:

- Big Brother Selection Criteria

The Pledge Education Committee is ultimately responsible for selecting and matching Big Brothers. It is important that the committee use established criteria to select who is chosen. Remember, Big Brothers serve as mentors. Choose brothers whom you would want the pledge class to emulate; a brother who is in "good standing." Below are some suggested criteria:

- ◆ Academics: A brother should have at least a 2.5 GPA (preferably at or above the all-men's average) to be eligible. Big Brothers must set an example.
- ◆ Finances: Potential Big Brothers should be financially solvent. Check with the Chapter Treasurer for those brothers not eligible.
- ◆ Chapter Participation and Attendance: Big Brothers must have a good attendance record at chapter meetings and events and participate in chapter committees.
- ◆ Attitude: Big Brothers must act as strong, positive role models. Brothers with poor or negative attitudes should not be considered.

- ◆ Graduation Date: Brothers expecting to graduate within a few months should not be considered. In addition to the other criteria being met, older brothers should be considered before younger, less experienced brothers.
- Responsibilities of a Big Brother
 - ◆ Be a role model for his Little Brother and remain in “good standing.”
 - ◆ Follow the directions of the Pledge Educator and Cabinet concerning pledge education and activities.
 - ◆ Send his own letter or be included on the chapter’s letter to the Parents.
 - ◆ Take responsibility for his Little Brother’s academic performance and orient him to academic resources available within the chapter and on campus.
 - ◆ Take responsibility for his Little Brother’s social adjustment by introducing him to activities, organizations and important people (Academic Advisor, Scholarship Advisor, etc.).
 - ◆ Participate in the Big Brother orientation session prior to the start of the pledge program.
 - ◆ See that his Little Brother is incorporated into chapter activities and assist him with his committee work.
 - ◆ Take the initiative to introduce his Little Brother to undergraduate and graduate brothers.
 - ◆ Be a liaison between the chapter and his Little Brother. Be prepared to work with the Cabinet and Pledge Educator to address chapter concerns about his Little Brother’s behavior.
 - ◆ Assist his Little Brother in managing time so that academic priorities are met.
 - ◆ Ensure that his Little Brother is present at all pledge meetings and required pledge education activities.
 - ◆ See that his Little Brother is treated in a respectful manner at all times and that his pledge experience is free from hazing.

In addition to Pledge Education as a development opportunity, the Fraternity of Phi Gamma Delta has a detailed, comprehensive leadership development program called *Taking the Lead*, which was developed by leadership guru, Ken Blanchard (Cornell FIJI, 1961). The topics covered in the *Taking the Lead* series are *DISCovering Your Personal Style* (which is the DISC leadership personality-type assessment), *Situational Self-Leadership: Taking the Lead When You’re NOT in Charge*, *Situational Leadership II: Taking the Lead When You ARE in Charge*, and *Servant Leadership: Taking the Lead for a Greater Purpose*. Unfortunately, there is no one-on-one leadership training; there is no leadership program to develop mentors; there is nothing to

prepare initiated members to be Big Brothers. As a result, the Big Brother – Little Brother relationship can become just a formality of the fraternity experience instead of a development opportunity for the Little Brother and a leadership opportunity for the Big Brother.

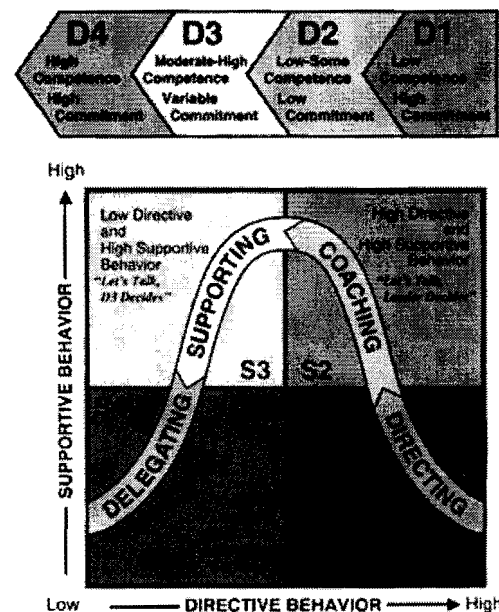
The goal of this thesis is to explore, research, and analyze the theory of mentorship, utilize Phi Gamma Delta's Big Brother program as well as the programs of other fraternities, and create a structured, comprehensive training manual regarding mentorship and how it relates to being a Big Brother. Upon completion, an applicable and implementable program will be available for review and for potential use by the International Fraternity of Phi Gamma Delta.

**The information in the Introduction was taken from Phi Gamma Delta's website, phigam.org, and the pledge education handbook.*

Research

The *Taking the Lead* series was developed by author and leadership guru, Ken Blanchard. He is known for books such as *Gung Ho!*, *The One Minute Manager*, and *Whale Done!*, just to name a few. He created this leadership development series for the fraternity as a way to give back to the Fraternity. In Phi Gamma Delta there is a say, “Phi Gamma Delta: Not for College Days Alone.” This is why graduated members are referred to as “Graduate Brothers” instead of Alumni – because they are still encouraged to be active, participating brothers in the Fraternity. This was Blanchard’s way to stay active. Two programs in the series focus on the Situational Leadership theory, one geared toward situational self leadership, the other toward situational leadership when one is in charge. “Situational Self Leadership is a product of decades of research and experience I have had motivating people to develop their potential,” Blanchard says (Blanchard 2004). In situational leadership, the follower determines the appropriate leader behavior. Situational leadership attempts to “improve the odds that [managers] will be able to become effective and successful leaders” (Yeakey 2002).

In simple terms, a situational leader is one who can adopt different leadership styles depending on the situation (Chimaera Consulting Limited 1999). Situational Leadership is broken down by leadership styles (S1-4) and development level (D1-4). The four leadership styles, which are exhibited by the leader, are: S1 – Directing,



S2 – Coaching, S3 – Supporting, and S4 – Delegating. The four development levels, which are exhibited by the “follower,” are: D1 – Low Competence/High Commitment, D2 – Low to Some Competence/Low Commitment, D3 – Moderate to High Competence/Variable Commitment, and D4 – High Competence/High Commitment. The goal is to match the appropriate leadership style to the proper development level to achieve or accomplish a specific goal or task (Blanchard 2004). If performed properly, the leadership should switch leadership styles to match the follower’s development level as the follower progresses along the continuum. This means the development level must be addressed first.

The Situational Leadership Theory is applicable to the Fraternity because throughout a collegiate male’s fraternity experience, he progresses through many different development levels at different times with different tasks. By the leaders of the chapter understanding this theory, younger members of the chapter, such as pledges and new initiates, are able to develop properly, let alone at a faster rate. However, it is typically assumed that the executive leaders of the chapter are to know and understand this, not the “typical” brother in the chapter. When thinking about the Big Brother – Little Brother relationship, it wouldn’t be out of place to expect the Big Brothers to understand and apply this theory. The problem is that doesn’t always occur. The bigger problem is that the Fraternity provides no direct training for the Big Brothers so they are adept and equipped to apply this with their Little Brothers. This is a development opportunity lost.

In conjunction with the idea of Situational Leadership Theory, Blanchard takes an unusual, analogical approach to leadership in his book *Whale Done!*. He compares leadership to training whales. In this book, Blanchard tells a story about Wes Kingsley who was at Sea World in Orlando while on a business trip. After watching a performance by the killer whales, Kingsley

is intrigued as to how they get the whales to not only do the tricks, but how they get the whales to want to play with the trainers afterwards. He approaches one of the whale trainers after the show, Dave Yardley, who tells him that training the whales is about three key principles: building trust, accentuating the positive, and when mistakes are made, redirecting the energy (Blanchard 2002). Kingsley goes back the following day to learn more from the whale trainers, as he feels he is discovering better practices for managing people in his company. The trainers go on to explain the “ABC’s of Performance.” A is for Activator, which is whatever or whoever gets the performance going. B is for Behavior, which is the performance that occurs. C is for Consequence, which is one’s response to the performance (Blanchard 2002). Proper management of these “ABC’s” can lead to good outcomes. The word “consequence” can have a negative connotation, but it doesn’t have to. The trainers continue to elucidate the four kinds of consequences. There can be no response, negative response, redirection, or positive response. No response tends to be the most common, while negative response is what people pay the most attention to. The final two are actually the most effective. Instead of giving a negative response when a whale performs the wrong task or doesn’t perform a task properly, “the trainers redirect their energy and attention either back to what they were supposed to do or onto something else. Redirection is the most effective way to address undesirable behavior. Positive response is when the whales do something correct or execute a task properly, the trainers give them a treat or allow the whales extra play time. Therefore, “the intention of redirection is to set up a positive response” (Blanchard 2002).

Blanchard developed the “Whale Done!” approach to leadership by following four steps when responding to a performance. First, praise people immediately. Second, be specific about what they did right or almost right. Third, share positive feelings about what they did. Finally,

encourage them to keep up the good work. The idea is not to catch people don't things wrong, but to catch people doing things right. This relates back to a sociological ideology called the Self-Fulfilling Prophecy. "Self-fulfilling prophecy, a concept developed by Robert K. Merton explains how a belief or expectation, whether correct or not, affects the outcome of a situation or the way a person (or group) will behave. Thus, for example, labeling someone a 'criminal,' and treating that person as such, may foster criminal behavior in the person who is subjected to the expectation" (The Columbia Encyclopedia 2008). However, the opposite can be true, as pointed out in *Whale Done!*. If someone is labeled as "an up and coming leader" and is treated as such, this may foster leadership characteristics and behavior in the person who is subject to the expectation. For example, one of the responsibilities of the Big Brother in Phi Gamma Delta is to "take responsibility for his Little Brother's academic performance and orient him to academic resources available within the chapter and on campus." In the book *Helping College Students Succeed: A model for effective intervention*, Hirsch states that every college student needs these seven components for academic motivation:

1. The goal of being academically successful in college.
2. A high value placed on working toward academic success now instead of later.
3. A belief in personal control over whether academic success is achieved.
4. A belief in personal ability to be successful.
5. The belief that effort expended will result in academic success.
6. Knowledge of goal-setting and related motivational techniques for completing daily work.
7. A willingness to apply motivational techniques to accomplish daily work and maintain motivation over time.

(Hirsch 2001)

This is summarized in that responsibility of the Big Brother, but more importantly, many of these things can be accomplished through this idea of the Self-fulfilling Prophecy and the *Whale Done!* approach. The Big Brother can help create a high value on working toward academic success now instead of later. The Big Brother can help create the Little Brother's belief that he has control over his own academic success. Essentially, the motivation and the encouragement to develop these habits can all start with the Big Brother. In fact, this is exactly what the Big Brother – Little Brother relationship should be about. However, the current problem in many chapters is that this aspect of the relationship is often lost in the formalities and traditions of the Big Brother program. In other words, many initiated members view this relationship as just another social custom of the Fraternity instead of a leadership and development opportunity.

Building further off of the ideology of the Self-Fulfilling Prophecy and the *Whale Done!* leadership approach by Blanchard, bestselling authors Jim Kouzes and Barry Posner created a program called *The Leadership Challenge*. In their program, they claim there are five practices of exemplary leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. All these practices are important to leadership, but when talking about the mentor relationship of the Big Brother to the Little Brother, along with the ideas of Situational Leadership Theory, Self-Fulfilling Prophecy, and the *Whale Done!* leadership approach, the practice of “Encouraging the Heart” is the most relevant. Kouzes and Posner actually dedicated an entire book to this practice called *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others*. They say that when leaders do their best to encourage the heart they perform seven essentials: set clear standards, expect the best, pay

attention, personalize recognition, tell the story, celebrate together, and set the example (Kouzes and Posner 1999). Most of these essentials are self-explanatory. However, tell the story and celebrate together need a little elaboration. Telling the story is about expanding on the behavior when recognizing an individual. It gives more personalization to the recognition, but telling the story makes the recognition more meaningful to everyone, not just the recipient of the recognition. Celebrating together refers to the idea of recognizing someone in public. People fear this can create jealousy, but if done properly, it is an enjoyable and rewarding experience for everyone involved. Though this idea of encouraging the heart is focused on a group level, the same theory is applicable to one-on-one settings as well. Using the seven essentials in the Big Brother – Little Brother relationship is key to developing a greater identity and spirit, which is one of the main goals of the Big Brother program (Northouse 2007).

In a couple excerpts from Carl Mays' book *The Anatomy of a Leader*, he talks about areas such as "Knowing Yourself," "Shoulder to Shoulder," "Express Gratitude," and "Compliment Others." Mays address the idea of knowing yourself by saying, "It is important to believe in what you are doing and to know who you are" (Mays 1997). He also states that "being a reliable member of an organization means contributing to the success of everyone," when explaining the meaning of shoulder to shoulder. Mays goes on to say, in regards to expressing gratitude, that "everyone needs help to accomplish goals. Be thankful for the people who give you their attention, advice, and support. They will inspire you to develop your potential. Thank those who have assisted you in any way." When speaking to the idea of complimenting others, Mays says, "Being able to express genuine respect and admiration for another is exhibiting one of the significant qualities of leadership. You should look for reasons to compliment others. You will not only enhance their morale and refresh their disposition, but you most likely will

receive more courtesy and respect in return.” All of these ideas relate back to the foundations of the Situational Leadership Theory, Self-fulfilling Prophecy, the *Whale Done!* approach, and Encouraging the Heart. This only further exemplifies how the different theories, styles and approaches to leadership are all connected. Essentially, everyone is saying the same thing.

All of these ideologies can be summed up in one style of leadership already used by the Fraternity called “Servant Leadership.” In the leadership development program *Taking the Lead for a Greater Purpose*, Blanchard defines this idea of servant leadership. “Servant Leadership is more than just a certain type of behavior,” he says. “It begins with attitude that puts others before self and is not obsessed with personal advancement or recognition” (Blanchard 2004). The steps, principles and applications of servant leadership in this program are not the main point since it has already been summed up by the other aforementioned theories, styles and approaches. The main point is that this doesn’t have to take place on a group level; this can take place on a one-on-one level, like the Big Brother – Little Brother relationship. In fact, that is the intent of this thesis – to develop adequate, ardent, and adept mentors for pledges.

The Fraternity of Phi Gamma Delta is still a social fraternity; therefore, encouraging a healthy social relationship between Big Brothers and Little Brothers is a priority as well. The Big Brother needs to take the lead on this though. It cannot be expected that the Little Brother will reach out and make the effort to arrange for meetings between the two. This is the Big Brother’s responsibility. Getting to know the Little Brother on a personal level is also the responsibility of the Big Brother. It’s important that the pledge educators and the cabinet find out any pertinent and necessary information about the pledges as early on as possible. For example, if the new member struggles in a certain subject in school, if he has financial difficulties or if he’s having family problems back home, these are all things the Big Brother and

the Fraternity should know about. This will allow the Big Brother and the Fraternity to properly assist the Little Brother through adversity and come out successful. The Big Brother needs to be proactive in his approach to finding out this information. He needs to be borderline intrusive in his approach, because if the fraternity doesn't know there are any problems, the Fraternity can't help. The goal of the Fraternity's Pledge Education program is to set new members up for success – to educate them, prepare them, and ultimately, to mold them into a contributing member of society.

Method

In order to apply the aforementioned theories and the concepts into a workable and applicable learning tool for potential Big Brothers, a leadership development model in the form of a training manual will be compiled. This will be in the form of the *Taking the Lead* leadership development series provided by Blanchard and the Fraternity of Phi Gamma Delta. The selection criteria for Big Brothers, the expectations and responsibilities for Big Brothers, as well as other pertinent information to pledge education will begin the manual. Next will be the research gathered through this thesis. It will be presented in an abbreviated, easy-to-understand process allowing the Big Brothers-in-training to follow along and write in answers and individual thoughts and opinions. Then there will be some activities to help the Big Brothers-in-training prepare for their responsibilities as a Big Brother and a mentor, concluding with a copy of the Big Brother Oath. The Big Brother Oath references the Big Brother Creed from Phi Delta Theta Fraternity. The idea is to make the Big Brothers take the responsibility more serious and promise in front of the chapter that they will live up to the expectations set forth by the chapter and the Fraternity. The final part of the manual will consist of an appendix where appropriate documents like academic goal setting worksheets, weekly reports, and social activity suggestions can be found. The purpose of this manual is for it to serve as a resource long after the training session is complete.

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Being a Big Brother

Mentor Development



Spring 2009

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**phrases that are red and underlined would be blank spaces in the Big Brother's manual to fill in as they learn*

Forward:

What You Need To Know First



The Purpose of Pledge Education

This program was developed after extensive research by looking at different theories and concepts, studying best practices and requirements of our high performing chapters and peer fraternities, and incorporating mentorship activities. To begin, let's look at information provided within the current pledge education program. The Pledge Education Program has several components that make it successful:

- **Education** mostly occurs through weekly meetings in which the new members are taught the history of the Fraternity, the Chapter, its organization, our customs and traditions. Education is more than lectures and readings, however. Utilizing graduate brothers and individuals from the college / university as guest speakers, group discussions and writing assignments encourages new brothers to reflect on the Fraternity. Feedback from our pledges indicates that involvement of graduate brothers and on-campus officials is valuable!

- **Integration** into the chapter happens from day one. Often referred to as assimilation, this allows brothers to become acclimated to fraternity life and the chapter from the very beginning, providing the opportunity to learn with a hands-on approach. We do this by putting members into chapter committees, participating in chapter events and working closely with Big Brothers. **Big Brothers are your greatest asset in Pledge Education.** They act as mentors and attend a majority of chapter events with their Little Brothers. They should be available to answer questions and help Little Brothers become acclimated to the Fraternity.

When observing successful fraternity chapters and business training models, we learn that it is rare for these groups to segregate their new members/new hires. Those who are new to an organization not only learn better using this approach, but tend to develop an attachment to the organization, resulting in higher retention rates. Focus on involving pledges into the chapter instead of separating them with their own activities and projects.

- **Academic Assistance** is provided at every opportunity. One of your key responsibilities is to make certain pledges make academics their first priority. Your Scholarship Chairman (and committee), Scholarship Advisor and Big Brothers play roles in this (including aiding in academic monitoring). Furthermore, the Pledge Educator must be cognizant of the academic schedule at his institution. Pledge class meetings and chapter activities should be limited during heavy academic periods.

- **Activities** with the chapter and outside of the normal weekly meetings provide an opportunity to learn and get to know brothers on a personal level. This includes everything from recruitment and philanthropy events to campus lectures and sporting events. Depending on campus availability, programs such as etiquette dinners, resume workshops or health issues can be organized by the chapter to provide additional skills.

The Pledge Education Committee

The Pledge Education Committee should consist of at least three brothers with their roles defined below:

Head Pledge Educator – Chair of the Committee

- In charge of the Committee – reports to the Cabinet
- Responsible for all aspects of the program
- Responsible for the administration of the committee. This includes customizing/updating and printing the Pledge Manual, coordinating the submission of pledge forms and fees, and setting dates for meetings.
- Plans the Orientation Meeting and aids the Cabinet in preparing for formal pledging
- Coordinates weekly speakers in advance
- Follows-up with speakers and thanks them for their help in the pledge program
- Sends letters to parents

Assistant Pledge Educator – Big Brothers and Activities

- Reports to the Chair of the Committee
- Focuses on the Big Brother program
- Organizes Big Brother Applications; coordinates matching of Big and Little Brothers
- Organizes and plans the Big Brother Orientation
- Organizes Big Brother / Little Brother events
- Communicates regularly with Big Brothers on progress and concerns
- Coordinates any special activities (ROPES courses, workshops, etc)
- Communicates any chapter or campus events in which the class should participate

Assistant Pledge Educator – Academics and Committees

- Reports to the Chair of the Committee
- Communicates with the Scholarship Chairman to help administer the scholarship program
- Focuses on the pledge's integration with the chapter and their work on chapter committees
- Organizes and assigns pledge members to chapter committees
- Communicates with Committee Chairman on progress and concerns
- Receives feedback from pledges on their committee experience

Additionally, the Scholarship Chairman may be a de facto member of the Committee since he will work closely with members of the pledge class and the pledge education scholarship program.

Selection Criteria

Several weeks before the program begins, potential Big Brothers should be identified and evaluated (they will be assigned at the first meeting). But why do we have Big Brothers in a Fraternity?

Big Brothers are mentors. Their purpose is to guide, assist and help their Little Brother acclimate to the Fraternity. This means he must lead by example.

The Pledge Education Committee is ultimately responsible for selecting and matching Big Brothers. It is important that the committee use established criteria to select who is chosen. Remember, Big Brothers serve as mentors. Choose brothers whom you would want the pledge class to emulate; a brother who is in "good standing." Below are some suggested criteria:

- ◆ Academics: A brother should have at least a 2.5 GPA (preferably at or above the all-men's average) to be eligible. Big Brothers must set an example.
- ◆ Finances: Potential Big Brothers should be financially solvent. Check with the Chapter Treasurer for those brothers not eligible.
- ◆ Chapter Participation and Attendance: Big Brothers must have a good attendance record at chapter meetings and events and participate in chapter committees.
- ◆ Attitude: Big Brothers must act as strong, positive role models. Brothers with poor or negative attitudes should not be considered.
- ◆ Graduation Date: Brothers expecting to graduate within a few months should not be considered. In addition to the other criteria being met, older brothers should be considered before younger, less experienced brothers.

Expectations and Responsibilities

Big Brothers serve important roles in the pledge education process. He can be described as a mentor, guide, coach, teacher and friend. Above all, he is a brother who helps new members learn more about the Fraternity and himself.

- ◆ Be a role model for his Little Brother and remain in “good standing.”
- ◆ Follow the directions of the Pledge Educator and Cabinet concerning pledge education and activities.
- ◆ Send his own letter or be included on the chapter’s letter to the Parents.
- ◆ Take responsibility for his Little Brother’s academic performance and orient him to academic resources available within the chapter and on campus.
- ◆ Take responsibility for his Little Brother’s social adjustment by introducing him to activities, organizations and important people (Academic Advisor, Scholarship Advisor, etc.).
- ◆ Participate in the Big Brother orientation session prior to the start of the pledge program.
- ◆ See that his Little Brother is incorporated into chapter activities and assist him with his committee work.
- ◆ Take the initiative to introduce his Little Brother to undergraduate and graduate brothers.
- ◆ Be a liaison between the chapter and his Little Brother. Be prepared to work with the Cabinet and Pledge Educator to address chapter concerns about his Little Brother’s behavior.
- ◆ Assist his Little Brother in managing time so that academic priorities are met.
- ◆ Ensure that his Little Brother is present at all pledge meetings and required pledge education activities.
- ◆ See that his Little Brother is treated in a respectful manner at all times and that his pledge experience is free from hazing.

Mission and Values

The Mission of Phi Gamma Delta

“Phi Gamma Delta exists to promote lifelong friendships, to reaffirm high ethical standards and values, and to foster the personal development in the pursuit of excellence. Phi Gamma Delta is committed to provide opportunities for each brother to develop responsibility, leadership, scholarship, and social skills in order to become a fully contributing member of society.”

The Values of Phi Gamma Delta

- ◆ We are united by **FRIENDSHIP**. It is the basis of our brotherhood. Because of it, we accomplish far more than we do as individuals. Friendship is the sweetest influence.
- ◆ We promote the pursuit of **KNOWLEDGE**. It is the key to a fuller, richer life. We gain it through education, the harmonious development of the powers of the individual.
- ◆ We encourage **SERVICE**. We have the ability, the opportunity, and the duty to serve our fellow human beings. Our reward is the satisfaction that comes from serving.
- ◆ We believe in **MORALITY**. As gentlemen of quality, we must do what is right as individuals and as a group. Moral behavior is the basis of society's existence.
- ◆ We strive for **EXCELLENCE**. It is attained only when we fulfill our total potential. Mankind benefits when each of us becomes all that we can be.

Little Brother Expectations and Requirements

Academics

- ◆ Each pledge must have a cumulative average of 2.25 (on a 4.00 scale) in his college course work. If your institution requires initiation before any college courses have been completed, the candidate for initiation must have a cumulative high school average of 3.00 (on a 4.00 scale).
- ◆ Each pledge shall adhere to the scholarship program set out in this handbook.

Pledge Class Exams

- ◆ Each pledge must pass all pledge class examinations - minimum score of 80%

Financial Responsibility

- ◆ Each pledge must remain current in his account to the Fraternity. He must have a zero balance prior to initiation, including initiation fees.

Attendance

- ◆ Each pledge will attend all mandatory events, chapter meetings, and pledge class meetings. Excuses for absence must be submitted to the Pledge Educator in advance.
- ◆ As class attendance is vital to academic success, failure to attend classes for any reason is not condoned.

Participation

- ◆ Each pledge will participate in a chapter committee.
- ◆ Each pledge will participate in a review with his Big Brother and the Pledge Educator. These will occur in weeks 4 and 7 with the purpose of identifying areas of both strength and improvement
- ◆ Each pledge must participate in at least one campus organization outside of Phi Gamma Delta.
- ◆ Participation in chapter events (athletics, socials, brotherhood events, philanthropy projects, etc.) is expected.
- ◆ Participation in chapter recruitment efforts by seeking out and adding names of quality men to the chapter prospect list is expected.

Your Primary Roles



Your Primary Roles

As a Big Brother, your primary role is to build a relationship with your Little Brother. This will be accomplished through knowledge of the **Self-fulfilling Prophecy**, **Situational Leadership**, an **encouraging and supporting** approach, and by **being proactive**. Your responsibility to your Little Brother and his development comes in many forms. You are responsible for their academic success, their acclimation to the fraternity, and their personal development.

Self-Fulfilling Prophecy

Self-fulfilling Prophecy is a sociological concept that explains how a belief or expectation, whether correct or not, affects the outcome of a situation or the way a person will behave. For example, labeling someone a “criminal,” and treating that person as such, may foster criminal behavior in the person who is subjected to the expectation. The opposite can also be true. If someone is labeled as “an up-and-coming leader,” and is treated as such, this may foster leadership characteristic development and behavior in the person who is subject to the expectation. Essentially, you are building your Little Brother’s self-esteem.

Think back to when you were a kid. Your parents, grandparents, and teachers probably told you at some point, “You can be whatever you want to be as long as you put your mind to it.” This is the Self-fulfilling Prophecy. Those people wanted you to dream big and not be afraid to go after that dream. When you said you wanted to be a pro-athlete, an astronaut, or President of the United States, they didn’t laugh at you and tell you that you couldn’t do it. They probably encouraged you and said, “You’d be great at that!” or “That’s a tough job and it will take a lot of practice, but I know you can do it!”

Your Little Brother has much more short term and attainable goals at this point: initiation. Your job is to help him achieve and accomplish the expectations the chapter has for him — earning an adequate GPA, passing pledge class exams, and completing other tasks and projects assigned to the pledges. Although he will have his pledge brothers as a support system and pledge educators to guide him, you can have one of the biggest impacts on his approach to pledgship, academics and other collegiate endeavors as his Big Brother.

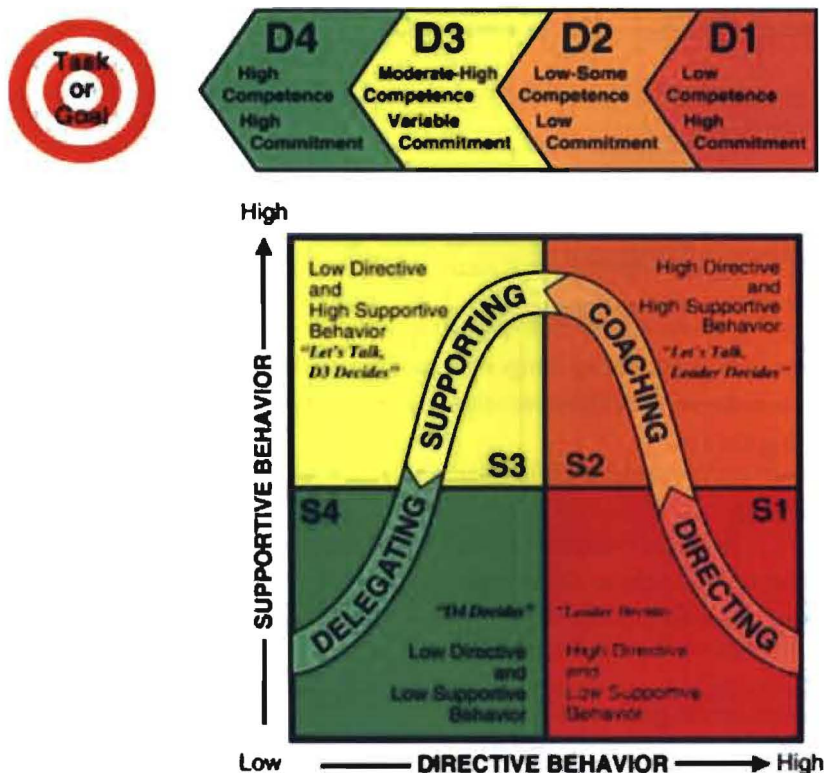
In your own words, what is the Self-Fulfilling Prophecy and how does it apply to your relationship with your Little Brother?

Situational Leadership

Using the Self-fulfilling Prophecy to encourage your Little Brother and build his self-esteem cannot be the extent of your effort in his development; you can't just say, "You can do it," and then hope he will magically develop into a leader or accomplish a task. You have to recognize his current development level, or his level of competency toward a given task, before you can mentor him. This is important because if you under- or overestimate his level of competence, your leadership approach can make him shut down because he feels stupid, inadequate or is afraid of failure. Knowing how to properly mentor your Little Brother can be done through the practice of **Situational Leadership Theory**.

This theory allows you to determine where your Little Brother is on the development level scale (D1-D4) in regard to a task or goal. Based on his development level, you apply the corresponding leadership style (S1-S4). The model below demonstrates how this process works - D1 matches up with S1, D2 with S2, so on and so forth. If utilized properly, you and your Little Brother will be successful in your pursuit of the task or goal at hand.

To get a more in-depth, thorough understanding of Situational Leadership, participate in the *Taking the Lead When You're Not in Charge: Situational Self Leadership* and the *Taking the Lead When You ARE in Charge: Situational Leadership II* programs provided by Phi Gamma Delta.



Encourage and Support

It's safe to say your Little Brother is going to make mistakes along the way; we all do. But more important than the lesson to be learned from the mistake is how you, the Big Brother, address it. There are four types of responses that come as a result of someone's behavior.

1. No Response – when the behavior is ignored
2. Negative Response – when the behavior is addressed unfavorably
3. Redirection – when attention is taken away from the behavior and readdressed to what was supposed to happen or onto something else
4. Positive Response – when the behavior is rewarded favorably

Most of these responses are self-explanatory, but Redirections deserves more attention. Some might say, "Well if a mistake or an error is made, we can't just let it go unaddressed." Most people would agree with that statement. Redirection is a five-step process that addresses the mistake or error without tearing that person down and allows him to learn and grow from the experience.

The first thing to do is to describe the error or problem as soon as possible, clearly and without blame. This is important because if people feel like they are being attacked, their energy is spent on defending themselves instead of learning.

The second thing to do is to show the negative impact of the mistake or error. This helps them understand why it's important not to repeat the error in the future.

The third thing to do is to, if appropriate, take the blame yourself for not making the task clear. This alleviates the pressure on the other person and allows him to focus on your feedback instead of on his error.

The fourth thing to do is to go over the task in detail and make sure it is clearly understood. This helps prevent the mistake from being made in the future.

The fifth thing to do is to express your continuing trust and confidence in the person. This will keep the person motivated and willing to try again. People don't like to disappoint others, so if your Little Brother fears he has disappointed you or fears that he might disappoint you if he tries again, he may be reluctant or may not do it to the best of his ability due to a lack of focus in the proper area.

The ultimate goal is to learn to catch people doing things right, not just catching them when they do something wrong. When you learn to use redirection and positive responses, everyone involved will benefit. This type of feedback should look something like this:

- Praise people immediately
- Be specific about what they did right or almost right
- Share your positive feelings about what they did
- Encourage them to keep up the good work

Encourage and Support

Jim Kouzes and Barry Posner created a program called *The Leadership Challenge*. In their program, they claim there are five practices of exemplary leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. All these practices are important to leadership, but when talking about the mentor relationship of the Big Brother to the Little Brother, the practice of encouraging the heart is the most relevant and useful. They say that when leaders do their best to encourage the heart they perform seven essentials: set clear standards, expect the best, pay attention, personalize recognition, tell the story, celebrate together, and set the example.

To help determine how good you are at encouraging the heart, The Encouragement Index was created. It lists 21 statements about what leaders do encourage the heart. Read each statement carefully, and then, using the 10-point scale, indicate how often you typically engage in each behavior. Evaluate yourself on the basis of your present behavior. In other words, score the questions based on the behavior you currently exhibit, not what you think you should be doing or where you'd like to be in the near future. There is no right or wrong answer, only truth. So be honest! This will help you to become a better mentor by seeing where your strengths and weaknesses lie. The information we gather in this way tells us where to start correcting, where to start building our skills, and how to make the most of our strengths.

How frequently do you typically engage in this behavior? Write the number from the scale below that best describes your response to each statement. Remember, be honest!

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Sometimes	Fairly Often	Often	Usually	Very Often	Almost Always

1. _____ I make certain we set a standard that motivates us to do better in the future than we are doing now.
2. _____ I express high expectations about what people are capable of accomplishing.
3. _____ I pay more attention to the positive things people do than the negative.
4. _____ I personally acknowledge people for their contributions.
5. _____ I tell stories about the special achievements of the members of the team.
6. _____ I make sure that our group celebrates accomplishments together.
7. _____ I get personally involved when we recognize the achievements of others.
8. _____ I clearly communicate my personal values and professional standards to everyone on the team.
9. _____ I let people know I have confidence in their abilities.
10. _____ I spend a good deal of time listening to the needs and interests of other people.

11. _____ I personalize the recognition I give to another person.
12. _____ I find opportunities to let people know they *why* behind whatever we are doing.
13. _____ I hold special events to celebrate our successes.
14. _____ I show others, by my own example, how people should be recognized and rewarded.
15. _____ I make it a point to give feedback on how people are performing against our agreed-upon standard.
16. _____ I express a positive and optimistic outlook even when times are tough.
17. _____ I get to know, at a personal level, the people with whom I work.
18. _____ I find creative ways to make my recognition of others unique and special.
19. _____ I recognize people more in public than in private for their exemplary performance.
20. _____ I find ways to make the workplace enjoyable and fun.
21. _____ I personally congratulate people for a job well done.

_____ **TOTAL** (Add together all the ratings above. The lowest possible total you can have is 21 and the highest is 210. ©1999 by James M. Kouzes and Barry Z. Posner. The Encouragement Index. All rights reserved.)

Encourage and Support

Once you've done the scoring from The Encouragement Index, rank yourself according to the following explanations of your score:

From 186 to 210

You're doing great! You're probably seeing a lot of your associates producing at high levels. Morale is high. People like working with you because you keep the work environment upbeat and positive, maybe even inspiring. They feel appreciated and are feeling good about the contribution they are making.

Encouraging the heart appears to be a highly developed part of your leadership repertoire. Your presence alone is an asset. But don't get complacent; always be on the lookout for new ways to encourage the heart, to avoid becoming too repetitive, predictable, or boring.

From 126 to 185

You're doing pretty darn well. Although most of your associates are producing, you may have the feeling that they could be giving more. You know there might be some grumbling, but people are generally happy working with you. You may have the haunting feeling from time to time that there is something more you could be doing to motivate and encourage people, but you don't know exactly what it is.

You clearly recognize that encouraging the heart is important, yet you may feel reluctant to commit completely to this practice daily. To take the next step, ask yourself what's holding you back from encouraging more. For example, some people put limits on how much they encourage others because they feel that leaders need to keep a certain emotional distance from the others.

Perhaps you're just not the cheerleader type, and you're turned off by the idea of making too much of a big deal about things or that they shouldn't be expecting any special treatment. Even if there is some truth to this, the fact remains that we are social animals and most of us respond well when we're acknowledged for our efforts.

Whatever the reason you're holding back, take an honest look at it and weigh the reason against what you can gain by encouraging the heart. You might just find that your uneasiness about this process fades away as you experience greater success and ease with this aspect of leadership.

From 66 to 125

People are probably not trying to their highest levels, and there's a part of you that is well aware of this fact. You might even get the feeling that the only time everyone is working to capacity is when they think you're watching them. You may be feeling that there is value in encouraging the heart, but you're missing opportunities to put the practice into motion.

Start paying attention to the achievements of the people around you that you feel are worthy of acknowledgement or celebration: a person going the extra mile to complete a project on time, a team within your organization completing a challenging task, or a person just doing something thoughtful that makes your job easier. Your recognition can run the gamut from a simple thank-you to an elaborate celebration.

If you feel reluctant to do any of this, see if you can identify what's holding you back. Lighten up! Think about things you can do to make your environment more fun and inspiring to your team, as well as yourself. Even a laugh or two can enhance productivity and worker satisfaction.

From 21 to 65

In all actuality your score probably isn't this low. If your score is this low, it's a pretty good bet that there is a fair amount of discontent in the ranks, or you're really tough on yourself. The good news is that you are in a position to make immense changes that not only increase productivity, but make your job a heck of a lot easier.

Research shows that most people produce more in an environment where they get positive feedback, and productivity diminishes where there is little or no feedback at all or where they only hear from their leaders if something is wrong. Since it's your job as a leader to make sure people are earning their keep, you are probably not earning yours unless you are encouraging the heart.

Make a commitment today to find something for the team to celebrate. Say thank you to someone who enables you to be a little more effective – and tell them that! Perhaps you don't appreciate how important encouraging the heart is for maintaining the vitality of your team. Or maybe you're just overlooking opportunities to celebrate and give recognition. See if there is someone else in your organization you can team up with to help encourage others. Find a role model or a mentor and spend some time with that person as you learn from her how she encourages the heart.

True leadership has its own intrinsic rewards; they come as you learn to work with others not through intimidation and control, but through cooperation and recognition.

Boosting Your Score

In the process of rating yourself, of course, not only do you gain some insights into how much or how little you're encouraging the hearts of others, but you also automatically get some ideas about ways to improve. For example, if you rated yourself low on question 1, simply start looking for more opportunities to praise people. Low on number 5? Look for ways to celebrate accomplishments. In most cases, you don't have to leave your environment to begin boosting your EI rating as far as encouraging the heart is concerned.

Be Proactive

By definition, “proactive” means acting in anticipation of future problems, needs, or changes. As a Big Brother it is not enough to simply be available; that’s too passive. To really get involved in your Little Brother’s development, which is one of your top responsibilities, you must make the effort to get to know him. You can’t wait for him to call you up and want to get to know you. Most people are a little passive and hesitant when they are new to something. The pledges are all new to the fraternity and they have a lot on their minds. Don’t add to their list of things to do by forcing them to get to know you. Remember, your primary role is to build a relationship with your Little Brother. It starts with being proactive.

Traditionally, we think of our Big Brother as someone to hang out or have fun with. In some cases they are a role model, but all too often the personal development aspect of the relationship is lost in the desire to “just be social.” Being a Big Brother is a big deal – it’s not just a formality of being in a fraternity. Developing a strong relationship with your Little Brother from the very beginning of pledgship is critical for multiple reasons. If the pledge has a difficult class schedule or isn’t stellar in a certain subject, the fraternity needs to know. It’s our job to assist him in his academic endeavors. After all, the number one reason we are all in college is to gain an education. If he has financial issues, the fraternity needs to know. We don’t want to put extra pressure on him with finances with all the other stressors of college life. We can work out a payment plan tailored to him so that he doesn’t struggle. If he is having family problems at home, the fraternity needs to know. The bonds of brotherhood are one of the best support systems a man can have in his life. If we aren’t there for him in his times of trial, are we really living our values? Can we really call ourselves his “brother?”

In order to be more proactive and help our Little Brother, jot down some thoughts to the following questions:

1. What do I need to know about my Little Brother in order to have a better sense of what he needs?
2. What questions will you ask your Little Brother to get the information you need?
3. What specific actions or approaches could potentially affect the learning relationship, both positively and negatively?

The Next Step



What's Your Motivation?

To be able to more effectively guide your Little Brother through his journey into the fraternity, it's appropriate to understand your own motivations for wanting to be a Big Brother. For each item below, put a check in the "yes" column if the reason listed reflects why being a mentor appeals to you. If it doesn't, put a check in the "no" column. Following each item, list concrete examples to illustrate your answer.

Reasons being a Mentor appeals to me	Yes	No	Examples
I like the feeling of having others seek me out for advice or guidance.			
I find that helping others learn is personally rewarding.			
I have specific knowledge that I want to pass on to others.			
I enjoy collaborative learning.			
I find working with others who are different from me to be energizing.			
I look for opportunities to further my own growth.			

How Ready Are You? Page 92

Now that you understand your motivation for wanting to be a mentor, let's see how ready you are. Review the list below and check all the items that apply to you with respect to your prospective mentoring relationship.

1. _____ I have sincere interest in helping my Little Brother succeed.
2. _____ I am clear about my role as a Big Brother.
3. _____ I am the right person to help achieve these goals with my Little Brother.
4. _____ I can enthusiastically engage in helping my Little Brother.
5. _____ I am willing to use my network of contacts and resources to help my Little Brother succeed.
6. _____ I can commit adequate time to mentoring my Little Brother.
7. _____ I have access to the kind of opportunities that can support my Little Brother's learning experience.
8. _____ I have the support I need to be able to engage in this relationship in a meaningful way.
9. _____ I am committed to developing my own mentoring skills even further.
10. _____ I have a mentoring development plan in place.

What's Your Plan?

Now that we've looked at what motivates you to want to be a Big Brother and how ready you are for this responsibility, it's time to figure out a personal plan for your mentoring experience. Take as much time as you need and answer each of the following questions so that you are clear as to why you want to engage in this particular relationship at this time.

1. I want to be a Big Brother and a mentor because...
2. I want to participate in *this* mentoring relationship because...
3. My experience and expertise will contribute to this relationship by...

4. Specific things I can and am willing to do to help my Little Brother are...

5. Therefore, I will...

Remember...

Remember, it's your job to build the relationship and set an example for your Little Brother. Remember the principles of Self-fulfilling Prophecy, Situational Leadership, Encouraging and Supporting, and Being Proactive. You have the ability to make one of the biggest, if not *the* biggest, impact on your Little Brother as he begins his journey through college and pledgship. Remember to keep your priorities in line and our values in check. Remember what you have learned and that the Pledge Educators, the Cabinet and the International Fraternity of Phi Gamma Delta is always behind you.

Below you will find the Big Brother Oath that you will be taking in front of the chapter before you receive your Little Brother. Look at this daily to remind yourself of your responsibilities and of the overall purpose for being a mentor.

The Big Brother Oath

"I, _____ (Your Name) _____, do promise and pledge myself to the following obligations:

I understand that as a Big Brother it is my personal duty to serve as a mentor, guide and friend to my Little Brother, and I will share with him my knowledge of Phi Gamma Delta.

I will assist the fraternity in fulfilling its mission by promoting a lifelong friendship with, reaffirming high ethical standards for, and fostering personal development in my Little Brother during his collegiate pursuit of excellence.

I will help inculcate Phi Gamma Delta's 5 Values of Friendship, Knowledge, Service, Morality, and Excellence while reinforcing our priorities of Scholarship, Fraternity, Self.

I will instill in him a sense of personal responsibility, not only through the wisdom of my words, but through the integrity of my actions as a true Big Brother and a Gentleman of Quality."

Appendix



Scholarship: Academic Goal Setting

SETTING GOALS

Setting a goal gives you a roadmap to help you get where you want to be! Setting a simple, yet effective goal is beneficial as it gives you a target to aim for, helps you concentrate your effort, establishes priorities and provides motivation! This is especially true with academic success.

When setting goals, make sure they are SMART.

- **S**pecific and Measurable (How will you know if you achieved it?)
- **M**otivating (Does it inspire you to start?)
- **A**ttainable (Do you have control over the outcome?)
- **R**elevant (Does it have meaning to you?)
- **T**rackable and Timebound (Does it have a deadline?)

Example: My goal is to get good grades so that I may graduate.

What's it missing?

- *It's not specific (what are good grades?)*
- *It's not trackable or timebound (How long will it take?)*
- *Is it really that motivating? (Is there a bigger reason?)*

Better Goal: My goal is to maintain a 3.6 grade point average so that I may graduate

Cum Laude in four years and be accepted at my first choice law school.

When setting academic goals, you also want to consider a few factors:

- **Course Load** – Are you taking several major-specific classes or general courses?
- **Past Performance** – Be honest with yourself and set goals that stretch you, but are realistic. Were you horrible at math in high school and are now taking calculus?
- **Remember the resources at your disposal.** You have a Scholarship advisor, resource centers and several brothers to help you along the way!

Work with your Little Brother to help him set his own academic goals for this term. What is his target GPA? Why does he want to achieve that? How will specific classes affect that and what will he have to do to achieve the necessary grades? Have him right his goal on a sheet of paper. Make a copy for him and a copy for you so you can help motivate him and hold him accountable to his goal.

Scholarship: Course Evaluations

Name of Pledge or Member _____

Course	Estimated Grade or Percentage	Attendance: <i>Number of classes missed</i>	Instructor's Comments & Recommendations (keep up the good work, better attendance, tutoring, extra credit, etc.)	Instructor Initials

I permit the release of the above information _____

(student signature)

Scholarship: Pledge/Professor Meetings

Name of Pledge or Member:

Date of Meeting:

Course:

Remarks on attendance? How many classes missed?

Important assignments, tests, projects, grades, etc. thus far:

Future assignments/ tests/grades of noteworthy importance (please include due date):

Tips for course success and suggestions for improvement:

Mid-Term Grade Report signed? Yes / No

Student's Signature: _____

Instructor's Signature: _____

Fraternity: Big Brother Job Description

As a Big Brother, you serve a very important role in the chapter and the pledge education program. You have the opportunity to make a great impact on pledges as they participate in the pledge program and beyond! As you might expect, there is great amount of responsibility that comes with this role.

Responsibilities of a Big Brother

- Be a role model for his Little Brother and remain in “good standing.”
- Follow the directions of the Pledge Educator and Cabinet concerning pledge education and activities.
- Send his own letter or be included on the chapter’s letter to the Parents.
- Take responsibility for his Little Brother’s academic performance and orient him to academic resources available within the chapter and on campus.
- Take responsibility for his Little Brother’s social adjustment by introducing him to activities, organizations and important people (Academic Advisor, Scholarship Advisor, etc.)
- Participate in the Big Brother orientation session prior to the start of the pledge program
- See that his Little Brother is incorporated into chapter activities and assist him with his committee work.
- Take the initiative to introduce his Little Brother to undergraduate and graduate brothers.
- Be a liaison between the chapter and his Little Brother. Be prepared to work with the Cabinet and Pledge Educator to address chapter concerns about his Little Brother’s behavior.
- Assist his Little Brother in managing time so that academic priorities are met.
- Ensure that his Little Brother is present at all pledge meetings and required pledge education activities.
- See that his Little Brother is treated in a respectful manner at all times and that his pledge experience is free from hazing.

Fraternity: Selection Criteria and Matching

Big Brother Selection Criteria

The Pledge Education Committee is ultimately responsible for selecting and matching Big Brothers. They will choose brothers whom they want the pledges to emulate. Below is the criteria the Pledge Education Committee uses:

- Academics: A brother should have at least a 2.5 Grade Point Average to be eligible. Big Brothers must set an example.
- Finances: Potential Big Brothers should be financially solvent. Check with the Chapter Treasurer to see if you are eligible.
- Chapter Participation and Attendance: Big Brothers must have a good attendance record at chapter meetings and events and participate in chapter committees.
- Attitude: Big Brothers must act as strong, positive role models. Brothers with poor or negative attitudes should not be considered.
- Graduation Date: Brothers expecting to graduate within a few months may not be considered. In addition to the other criteria being met, older brothers should be considered before younger, less experienced brothers.

The Pledge Education Committee shall determine the applicant's eligibility to be a Big Brother and make the final decision to pair Big and Little Brothers.

Matching Big and Little Brothers

We consider the following when pairing Big and Little Brothers:

- Academics: Same / similar majors will help foster a relationship that allows Big Brothers to assist in studies.
- Interests: Similar interests or hobbies can help to stimulate a strong friendship.
- Personality: Similar personalities will help form closer relationships.
- Needs: Be aware of specific needs Little Brothers might have. Those who may be far from home and need help adjusting or need a confidence boost need a Big Brother able to relate and respond to them.

Fraternity: Big Brother Initial Meeting Report Form

This form is to be completed and returned to the Pledge Educators by the end of the first week of pledgship. It is crucial to our ability to help him succeed to know the information you provide below.

Name: _____

Name of Little Brother: _____

1. What academic year is your Little Brother?
2. What is your Little Brother's major(s)? Minor(s)?
3. Where is your Little Brother from?
4. What are your Little Brother's hobbies?
5. What was your Little Brother involved with in high school
6. What else is your Little Brother involved with on campus?
7. What committee is your Little Brother on / want to be on?
8. Does your Little Brother have any siblings? How many?
9. Are his parents together or divorced?
10. What do your Little Brother's parents do for a living?
11. Any other information you learned about your Little Brother that you'd like to share?

Fraternity: Big Brother Weekly Report Form

This form is to be completed and turned in weekly during the 8-week pledging process. Please email or hand deliver this to the Assistant Big Brother in charge of the Big Brother program by the date he designates.

Name: _____

Name of Little Brother: _____

1. How many times (approx.) have you met with your Little Brother one-on-one?
2. What did you do?
3. Have you done any group activities with your Little Brother? What?
4. Did you study with your Little Brother this week? How many times?
5. Does your Little Brother have any midterm deficiencies (if applicable)? How many?
6. Name one new thing you've learned about your Little Brother this week.

Self: Big Brother – Little Brother Activities

Beyond attending chapter functions together, Big and Little Brothers are encouraged to spend time together socially throughout the pledge semester. This provides a greater opportunity to get to know each other. Examples are:

- Attending school sporting events
- Working out, running, or playing sports
- Weekly lunch, dinner, or coffee
- Going to the movies / concert
- Social Activities with other Big Brother/Little Brother Pairs, or with other friends.
- Playing card games / video games

Below are some suggested week-by-week activities

- Orientation Week
 - Introduce yourself as the Big Brother
 - Have a lunch meeting to get to know your Little Brother and to answer any questions he may have
- Week 1
 - Check up on how the meeting went
 - Plan a social activity with other Big Brother/Little Brother pairings
- Week 2
 - Answer any questions your Little Brother has
 - Go to a campus event
- Week 3
 - Follow up on how Pledge Ed is going
 - Check on how school is going
 - Start a weekly workout or sporting schedule with your Little Brother
- Week 4
 - Answer any questions your Little Brother has
 - Grab lunch or dinner
 - Continue workout or sporting schedule
- Week 5
 - Follow up on Pledge Ed
 - Continue workout or sporting schedule
 - Plan activity/competition between Big/Little Brother Pairings
- Week 6
 - Answer any questions your Little Brother may have
 - Continue workout or sporting schedule
 - See a movie or visit another student organization together
- Week 7
 - Follow up on Pledge Ed
 - Continue workout or sporting schedule
 - Invite Little Brother to a poker night at a friend's place
- Week 8
 - Recap Pledge Ed experience
 - Continue workout or sporting schedule

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